



Alice Birney Middle

7750 Pinehurst Street
North Charleston, SC

Grades	6-8 Middle School	
Enrollment	639 Students	
Principal	Carol Beckmann-Bartlett	843-764-2212
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Hillery Douglas	843-767-0740

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	Below Average
2005	Below Average	Below Average
2004	Below Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

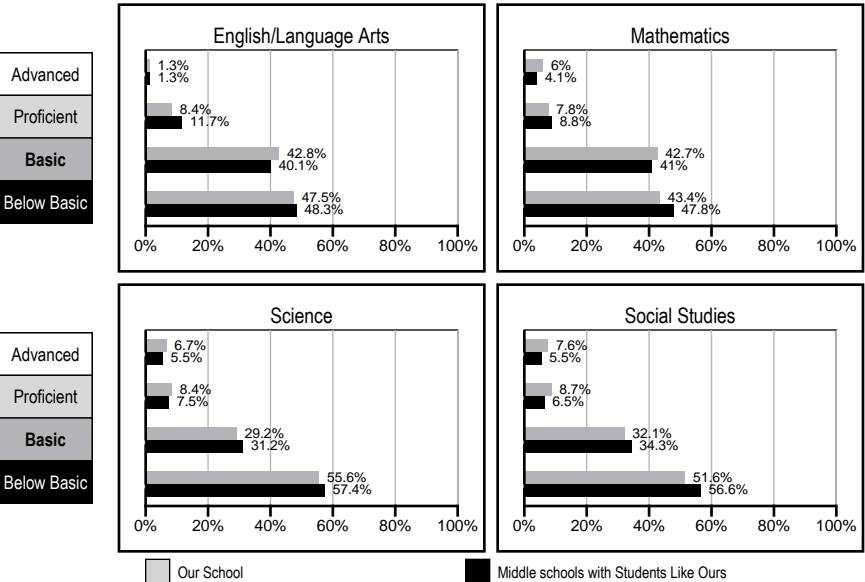
95.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	3	48

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	84.0
English 1	0	81.1
Physical Science	0	56.8
All Subjects	100.0	81.0

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=639)				
Students enrolled in high school credit courses (grades 7 & 8)	19.4%	Down from 36.5%	12.1%	19.4%
Retention rate	4.9%	Up from 3.7%	2.6%	1.8%
Attendance rate	93.5%	Up from 93.1%	95.3%	95.8%
Eligible for gifted and talented	6.2%	Down from 6.4%	6.4%	15.3%
With disabilities other than speech	12.3%	Up from 11.6%	13.7%	12.9%
Older than usual for grade	5.3%	Up from 3.1%	5.9%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	35.1%	Up from 21.5%	0.6%	0.7%
Annual dropout rate	0.2%	No Change	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	59.2%	Down from 60.4%	52.2%	55.0%
Continuing contract teachers	73.5%	Up from 66.0%	54.3%	70.6%
Teachers with emergency or provisional certificates	2.4%	Down from 4.5%	18.2%	5.4%
Teachers returning from previous year	85.0%	Up from 79.9%	76.5%	83.4%
Teacher attendance rate	94.4%	No Change	94.7%	94.9%
Average teacher salary	\$41,474	Up 3.2%	\$43,252	\$44,706
Professional development days/teacher	9.8 days	Down from 10.9 days	11.9 days	11.8 days
School				
Principal's years at school	1.0	No Change	2.0	3.0
Student-teacher ratio in core subjects	17.2 to 1	Down from 19.8 to 1	16.5 to 1	20.1 to 1
Prime instructional time	86.7%	Up from 86.1%	88.8%	89.3%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 91.0%	95.8%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$6,954	Up 0.2%	\$8,404	\$7,097
Percent of expenditures for instruction*	65.3%	Up from 64.9%	63.2%	64.4%
Percent of expenditures for teacher salaries*	60.4%	Up from 60.1%	56.9%	59.4%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2007-2008 school year was an exciting one at Alice Birney Middle School! In addition to the day to day energy of having nearly 700 middle school students on campus, our teachers implemented several changes to ensure academic improvement and a variety of extracurricular opportunities for our students.

Academically, all of our teachers participated in year-long professional development focused on aligning all student work and learning to the SC Standards and increasing the rigor of assignments. We wanted to ensure that students were well prepared for high school and well prepared for the next year's school work. The changes in assignments and tests from the beginning of the year to the end was impressive and a testament to the hard work of our teachers and students.

While we worked to raise the academic expectations, we also increased the support available for students who needed extra learning time. This was accomplished in several ways. The first and most significant addition was "CAT," or Curriculum Acceleration Time. CAT provided every child access to additional teaching and work time for assignments they needed more time for. This included work that needed to be revised for an improved grade. This same option was also offered by academic teachers on Tuesday and Thursday afternoons for any student wishing to participate in tutoring time. Our ESOL teachers expanded their program to include a New Comer's classroom through a grant from the College of Charleston. Finally, we provided an advisory time for every child with an adult committed to helping monitor his or her academic success and promoting good character.

Making transportation available for students on Tuesday and Thursday afternoon also allowed increased extracurricular opportunities for children. Our active Student Council earned the State's Silver Gavel for the fifth consecutive year, and our sports teams earned championships in football, soccer, girls' basketball, and boys' basketball. Cheerleaders were organized for both fall and spring sports and provided spirit support for PACT and the Stall Spring Jamboree. The track team held first place at the time this narrative was written, and we expect they will continue their success through the season. Partnerships with Charleston Southern University and Clemson University have created clubs for girls in science and technology, coeducational leadership academies, and a 4-H club on campus that is heavily involved in community service.

We believe we are making decisions daily that will promote Alice Birney to a Good/Excellent school within the next five years. We believe that our students are fully capable of achieving at high levels if given the tools and time necessary, and we are committed to making this vision a reality.

Carol Bartlett, Principal
Carol Henry, SIC Parent Chair
Catherine Wheeler, SIC Teacher Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	44	182	33
Percent satisfied with learning environment	77.3%	64.2%	59.4%
Percent satisfied with social and physical environment	75.0%	67.6%	62.5%
Percent satisfied with school-home relations	31.8%	77.8%	74.2%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 15 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Restructure

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	2.7%		1.8%
Classes in high poverty schools not taught by highly qualified teachers	8.7%		6.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.0%	0.0%	No
Student attendance rate	93.5%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	670	100	47.5	42.8	8.4	1.3	18.8	53.5	48.2	No	Yes
Gender											
Male	357	100	58.9	34.5	5.9	0.7	11.8	47.3	41.7	N/A	N/A
Female	313	100	34.1	52.4	11.4	2	26.8	59.9	55	N/A	N/A
Racial/Ethnic Group											
White	104	100	30.5	51.2	17.1	1.2	30.5	77.6	60	No	Yes
African American	439	100	50.4	41.7	6.5	1.4	16.1	32.1	31.7	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	75.1	70.4	I/S	I/S
Hispanic	114	100	54.1	37.8	6.8	1.4	18.9	41.9	38.4	No	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	73.2	47	I/S	I/S
Disability Status											
Disabled	70	100	84.6	15.4	0	0	1.9	20.4	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	36.4	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	111	100	54.8	37	6.8	1.4	17.8	40	36.9	No	Yes
Socio-Economic Status											
Subsided meals	562	100	46.2	43.8	8.6	1.3	19.7	33	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	670	100	44.8	43.7	6.9	4.5	18.9	49.7	45.8	No	Yes
Gender											
Male	357	100	47.4	41.8	7	3.8	17.8	49.5	45.6	N/A	N/A
Female	313	100	41.9	45.9	6.9	5.3	20.3	49.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	104	100	25.6	50	14.6	9.8	31.7	75.6	59	No	Yes
African American	439	100	50.4	41.7	5.4	2.5	14.7	26.2	26.9	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	78.9	71.3	I/S	I/S
Hispanic	114	100	41.9	47.3	4.1	6.8	23	40.3	38.1	No	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	61	46.2	I/S	I/S
Disability Status											
Disabled	70	100	82.7	13.5	3.8	0	3.8	20.2	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	111	100	39.7	46.6	5.5	8.2	26	40.1	38.7	No	Yes
Socio-Economic Status											
Subsided meals	562	100	44.7	44.5	6.4	4.4	19	28.3	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	444	99.1	55	29.6	8.5	6.8	15.4	39.2	35.7	93.5	96
Gender											
Male	239	99.2	54.8	28.5	9.1	7.5	16.7	40.8	37.4	92.6	95.8
Female	205	99	55.2	30.9	7.9	6.1	13.9	37.6	33.8	94.5	96.1
Racial/Ethnic Group											
White	61	100	34.7	24.5	16.3	24.5	40.8	66.4	49.2	91.5	96.1
African American	298	98.7	61.1	29.6	7.3	2	9.3	15.3	17	93.6	95.8
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	63.5	58	97	97.3
Hispanic	76	100	45.8	33.3	8.3	12.5	20.8	26	24.9	95.1	96.2
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	66.7	37.4	93.4	95.7
Disability Status											
Disabled	48	97.9	77.1	20	2.9	0	2.9	16.6	14	89.4	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.2
English Proficiency											
Limited English Proficient	76	100	44.9	34.7	8.2	12.2	20.4	26.5	24.4	95.4	96.3
Socio-Economic Status											
Subsidized meals	372	99.5	55.7	29.2	8.4	6.7	15.1	17.1	21.1	93.7	95.5

Social Studies

All Students	449	99.8	51.5	32.2	8.7	7.6	16.3	40.2	34	93.5	96
Gender											
Male	236	99.6	50.5	30.6	10.2	8.7	18.9	42	36.6	92.6	95.8
Female	213	100	52.6	33.9	7	6.4	13.5	38.3	31.3	94.5	96.1
Racial/Ethnic Group											
White	75	100	35	38.3	13.3	13.3	26.7	63.3	44.5	91.5	96.1
African American	288	99.7	55.9	30	8.5	5.7	14.2	19.1	19.1	93.6	95.8
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	74.3	58.9	97	97.3
Hispanic	76	100	52.8	35.8	3.8	7.5	11.3	29.3	27.5	95.1	96.2
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	40	32.7	93.4	95.7
Disability Status											
Disabled	42	100	75.8	21.2	3	0	3	18.2	14.4	89.4	94.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.2
English Proficiency											
Limited English Proficient	73	100	52.9	33.3	5.9	7.8	13.7	31.9	27.3	95.4	96.3
Socio-Economic Status											
Subsidized meals	373	100	52.3	32.6	8.4	6.8	15.2	20.1	21	93.7	95.5

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	220	100	46.1	45.1	7.8	1	8.8
	7	234	100	48.8	40.3	10.9	0	10.9
2008	8	231	100	47.8	41.4	9.9	1	10.8
	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	230	100	47.5	40.8	9.5	2.2	11.7
2008	7	224	100	44.1	47.3	8	0.5	8.5
	8	216	100	51.2	39.8	7.8	1.2	9
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	220	100	33.7	45.1	15.5	5.7	21.2
	7	234	100	47.4	41.2	6.6	4.7	11.4
2008	8	231	99.6	57.4	36.6	4.5	1.5	5.9
	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	230	100	39.1	44.7	6.1	10.1	16.2
2008	7	224	100	42	46.8	8	3.2	11.2
	8	216	100	54.2	39.2	6.6	0	6.6
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	109	100	59.8	30.9	7.2	2.1	9.3
	7	234	99.6	54.3	28.1	11.4	6.2	17.6
2008	8	113	100	56	38	2	4	6
	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	114	99.1	75.6	9.3	9.3	5.8	15.1
2008	7	224	99.6	43.9	38.5	8.6	9.1	17.6
	8	106	98.1	59	30.8	7.7	2.6	10.3
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	111	100	26	54.2	14.6	5.2	19.8
	7	234	99.6	54.5	34.1	8.1	3.3	11.4
2008	8	118	100	49.5	49.5	0	1	1
	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	116	100	33.3	32.3	17.2	17.2	34.4
2008	7	224	99.6	65.2	24.1	5.9	4.8	10.7
	8	109	100	41.4	49.4	5.7	3.4	9.2

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample